

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	
What is the performance task for your unit?	Julius Caesar has created a challenge for all engineers in Rome. He wants to either build a very impressive wonder, or build something that will improve the lives of all the people of Rome. Julius Caesar wants to win the hearts and minds of the people since he just recently came to power. You are an engineer in Rome, and must make a design for a great wonder or building that improves peoples lives, then create a successful bid to try to win the contest. Julius Caesars (aka Mr. Plumpton) and his advisers (your fellow classmates) will review your designs and listen to your bid. If you convince them you will the commission and will have great reward. To win you must show how the building will be built, what its significance is and why its important, and what it does or how it will serve the people of Rome.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	Google Sketchup- required if minecraft is not used Minecraft- required if Google Sketchup is not used Bandicam- required for minecraft All other software for editing and such is optional

Lesson # in which students will create the performance task	Lesson #3
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1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Ability to use internet	http://www.romecabs.com/tours/seven-wonders-of-ancient-rome/	Go over the content of what they'll be doing before they start
Ability to use a library	http://www.lonelyplanet.com/italy/travel-tips-and-articles/76532	

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Only need to be able to google search	http://www.bandicam.com/product/	Give an example in class
		Links to youtube videos that show how to use Bandicam

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Editing Software	http://www.minecraftforum.net/topic/102138-video-editing/	Show them how to use editing software before hand

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4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
How to convert or export files	http://helpx.adobe.com/acrobat/using/exporting-pdfs-file-formats.html	Show them in class

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Uploading on youtube	https://support.google.com/youtube/answer/57924?hl=en	Show them how in class